



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant 2014-2015 School Year Grant Application

LEAs must submit an application for EACH school applying for 1003(g).

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Monroe County Community School Corporation		Corp #	5740	
School	Fairview Elementary School		School #	6197	
Superintendent Name	Judith DeMuth		Email	jdemuth@mccsc.edu	
Title I Administrator Name	Carol Gardiner		Email	cgardine@mccsc.edu	
Principal	Tammy Miller		Email	tmiller@mccsc.edu	
Mailing Address	627 W. 8 th Street	City	Bloomington	Zip Cod	47404-2710
Telephone	812-330-7732	Fax	812-330-7818		
Total Funding Authorization					

Application Type

Select one of the following options:

- ☐ Turnaround
☒ Transformation
☐ Restart
☐ Closure

Important Dates

Application Release	Release application and guidance to LEAs	March 1, 2014
Technical Assistance Training	Offer technical assistance training to eligible Priority schools	March 20, 2014
Application Due	LEA application must be submitted to IDOE	April 1, 2014
Notification	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
Funds Available	Funds will be available to grantees	July 1, 2014

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- ☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- ☒ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- ☒ If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- ☒ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- ☒ Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- ☒ Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- ☒ Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- ☒ Report to the SEA the school-level data required under leading indicators for the final requirements
- ☒ The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- ☒ This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

The LEA must check each waiver that the LEA will implement.

- ☐ "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

Superintendent Signature: _____ **Date:** _____

Title I Administrator Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Tammy Miller	Acting Principal
Carol Gardiner	Title I Grant Specialist
Whitney Thomas	School and Family Advocate
Fran Stewart	District Literacy Coach
Elizabeth Prieboy	School Literacy Coach
Robin Johnson	6 th Grade Teacher
Mary Wicker	Special Education Teacher
Joshua Livingston	2 nd Grade Teacher
Martha Chamberlain	Title I Teacher
Brenda Juliovich	District Literacy Coach

Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents /Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment
Principal, Literacy Coach meeting with 1 st grade team	3/6/14		5	1	0	0		Principal, Literacy Coach meeting with 1 st grade team about the needs of school regarding the Student Achievement Plan
Leadership Team	3/6/14	2	5	1	0	0		Leadership Team meeting with parents regarding the Student Achievement Plan and the needs to implement the plan
Parent Meeting	3/10/14	10	6	2	1	0		Leadership Team meeting with parents and community regarding the Student Achievement Plan and the needs to implement the plan
Staff Meeting	3/12/14		28	2		2		Staff meeting regarding the Student Achievement Plan and the needs to implement the plan

Parent Meeting	3/13/14	13	5	2				Leadership Team meeting with parents and community regarding the Student Achievement Plan and the needs to implement the plan
Staff Meeting	3/26/14	0	27	2		2		Staff meeting regarding the Student Achievement Plan and the needs to implement the plan and the elements included in the grant
Meeting with MCEA	3/31/14	0	1	1		1		Meeting to discuss and agree upon the components of the grant

Part 3: Schools to be Served by LEA
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Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014- 2015 Goal	SY 2015- 2016 Goal	SY 2016- 2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
Overall	36.2%	59	Moderate-Need for differentiation/Tiered instruction support. Behavior/higher referral rates, lack of necessary behavior supports limits time on learning tasks in the classroom.	75% passing	80% passing	90% passing
Black	48.1%	13	High- Need for differentiation/Tiered instruction support. Students lack the necessary background experiences between academic concepts and disciplines.	70% passing	75% passing	80% passing
F/R	37.7%	56	Moderate-Need for differentiation/Tiered instruction support	75% passing	80% passing	90% passing
Special Ed	66.7%	24	High-Tiered instruction support.	60% passing	65% passing	70% passing
General Ed	27%	34	Moderate-Need for differentiation	80% passing	85% passing	90% passing

Student Groups - Math	% of this group not passing	# of students in this group	How severe is this group's failure in comparison to the	SY 2014- 2015 Goal	SY 2015- 2016 Goal	SY 2016- 2017 Goal
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		not passing	school's rate? In what ways are the learning needs of this group unique?			
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
Overall	42.0%	68	High-Need for differentiation/Tiered instruction support	70% passing	75% passing	80% passing
Black	70.4%	19	High- Need for differentiation/Tiered instruction support Students lack the necessary background experiences between academic concepts and disciplines.	60% passing	70% passing	75% passing
Multiracial	41.7%	10	High-Need for differentiation/Tiered instruction support	70% passing	75% passing	80% passing
F/R	45.5%	66	High-Tiered instruction support	75% passing	80% passing	85% passing
Special Ed	68.6%	24	High-Need for differentiation/Tiered Instruction Support	60% passing	70% passing	75% passing
General Ed	34.9%	44	Moderate-Need for differentiation/Tiered instruction support	75% passing	80% passing	85% passing

Complete the table below regarding key areas of student learning indicators. Include your 2012-2013 data, your goals for 2014-2015, as well as key findings related to this data.

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	78,300	78,300	Longer school day was added in 2011-2012. Even though the minutes were added to the day, using the extra time will be monitored.
2. Dropout rate*	N/A	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	.9569	.97	While attendance is not a major concern, students often miss partial days that play into the absences.
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A	N/A
5. Number of students completing dual enrollment	N/A	N/A	N/A

classes			
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	N/A	N/A	N/A
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	BAS SS LSY	BAS SS LSY	Will continue to monitor how to offer more services
8. Discipline incidents*	98.38 days	40 days	Student cannot learn out of school wrap around services are needed to help families. Teachers need help in understanding behavior management.
9. Truants (# of unduplicated students, enter as a whole number)	0	0	Will continue to monitor but our work with parents keep our students in school.
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	N/A	N/A	MCCSC will begin an evaluation system using the Marzano Effectiveness Rubric in 2015-16.
11. Teacher attendance rate	95%	98%	While teacher attendance rate is not critical, quality substitutes are difficult to get at Fairview so changing the culture at Fairview is essential.

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

Instructional Programs	
LEA analysis	Fairview Elementary has implemented a competency-based model that ensures students' mastery of content during the 2013-2014 school year. Beginning the second semester of 2013-2014, the core instruction and intervention times are taught at the instructional level of the students. The students are progressed monitored with instructional level CFAs and Aims Web. NWEA is another data source that helps with formative instruction. Beginning the last 9 weeks of school, each teacher, including special education and Title I teachers will be responsible to a core group of students' growth and achievement.

Justification for Selected Interventions	<p>Fairview Elementary teachers and staff have many research based instructional strategies in place. However, there is a lack of consistent expectations, procedures, and implementation. The lack of rigorous instruction – including the implementation of true Professional Learning Communities to create common formative assessments, analyze data, and then differentiate and reteach – has limited students from reaching their full potential.</p> <p>Additionally, staff lack the adequate cultural responsibility needed to address high poverty students. The missing social, emotional, and behavioral supports prevent some of students from continuity of learning.</p>
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School Leadership	
LEA analysis	<p>Fairview Elementary School leadership was realigned for the 2013-14 school year. In November of that year the principal left the position for a teaching position in the district. An interim principal was placed until the end of the year to assure that a quality candidate could be recruited and hired for the 2014-2015.</p>
Justification for Selected Interventions	<p>Conducting a nation wide search for a quality principal over a period of time to find the most qualified principal. The Transformational Model will afford the principal a marked increase of autonomy to make changes that will impact student achievement. The principal will receive district support in successful implementation of the Transformational Model.</p>

School Infrastructure	
LEA analysis	<p>Fairview has a principal, a family and community advocate, a social worker, health aide, and literacy coach. There is no assistant principal. There are 20 classroom teachers, 4 special area teachers and 4 special education teachers-including speech and language specialist. Central Office will support hiring an assistant principal with general fund money, if needed.</p> <p>Many wrap around services will be in place in the next weeks to continue throughout the coming school years. These services should begin to eliminate some of the systematic, generational poverty that has taken in root in our families.</p>
Justification for Selected Interventions	<p>Fairview has been provided above average FTE in the school district. Even with the low class sizes, and support personnel, teacher need professional development in best practice instructional practices. The Transformation Model will provide the support in the areas of analyzing and using data to inform instruction. In addition, changing the culture of the school will lead to decreased discipline issues. By focusing on the root cause of the behaviors, discipline referrals should decrease at a faster pace.</p>

Part 5: Selection of Improvement Model

Based on our findings of the data sources, the LEA is selecting this model for this school:

☐ Turnaround

☒ Transformation

☐ Restart

☐ Closure

Instructions: Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Describe how the model corresponds to the data, findings, analysis and self-assessment and led to the selected model.

Based on data and conversations with staff members, the Transformational Model was selected as the most appropriate fit for Fairview Elementary School. Elements of the Transformational Model have been introduced this year through this year's school improvement plan submitted to IDOE. The Transformational Model will enhance the efforts to improve teacher effectiveness. The professional development that this model will provide the teachers will refine their ability to be teacher leaders to make lasting change in the school. The staff and administrators have worked to put a wrap around service to the students and families. What is needed is for teachers to receive quality professional development that will lead to teacher leaders.

Describe how the model will create teacher, principal, and student change.

To develop teacher and leader effectiveness:

The new principal will have experience in turnaround school experience.

1. A rigorous evaluation system based on Marzano's Effectiveness Rubric has been created by teachers and administrators and will take into account data on student growth and multiple assessments.
2. Student data will be used to reward school leaders, teachers and other staff. Rewards will be provided through classroom grants so that students will feel ownership to their data and accomplishments.
3. An informal survey and teacher self assessment indicates that the staff are in need of high quality, job-embedded professional development that is aligned with competency based instructional program and designed with school staff.
4. Fairview has a high turn over rate for teachers. To keep highly qualified teachers, strategies will be implemented that will promote career growth and classroom grant opportunities.

To increase learning time and create community-oriented schools:

1. Extended time was added to the school day in 2011-2012. Additionally, instructional time was increased in the school day in the areas of math and language arts
2. Indiana University Foundation will begin tutoring opportunities for at least 50 select students once a week. Incentives for families will be provided during the tutoring sessions including meals and free books. The Housing Authority will be providing tutoring opportunities in the section 8 housing areas with technology support using school-supported programs. These opportunities will be offered in the summer and evenings. A literacy coalition has been formed that will include volunteers from various religious organizations, community groups and businesses. The coalition will provide volunteers to students before, during and after school. The College

Mentors Program is available to interested students once a week. The program connect college student with the most to give to kids who need it most. The program helps kids understand the importance of education and motivates them to try harder in school. It engages and quips kids with the skills they need to be successful in life. The Catholic Services have recently provided counseling services in the school to students who have been identified in need to psychological services. MCCSC has a parent and community involvement coordinator for Title I schools that provides home to school support in literacy, math and instructional needs.

To implement comprehensive instructional reform strategies:

1. The reform strategies are based on the data to identify students' needs and
2. Promote the continuous use of student data to inform and differentiate instruction.

To provide operational flexibility and sustained supports

1. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).
2. Ensure school receives ongoing, intensive technical assistance, and support from the LEA.

Part 6: Improvement Model

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.	X		See the proposed budget, which is aligned for effective implementation of the Transformational Model for the duration of the grant. The budget is based on the needs of the school as determined by the School Improvement Plan.
2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model. <i>Turnaround and Transformation models</i> <ul style="list-style-type: none"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record 	X		The district level support includes specialists in data –analysis, human resources, research-based best practices, The finished teacher evaluation plan based on Marzano's Teacher Effectiveness Rubric will provide not only a measure of teacher effectiveness but will develop teacher efficacy. The administrative team will participate in the INTASS evaluator training to ensure fidelity in observation and rating of teacher effectiveness. In 2015-2016, every teacher will be evaluated each year with an instrument that provides a pathway to removal if not found to be effective. The staff has been involved and provided input throughout the grant writing process. Full staff meetings and meetings with the leadership team were held to determine the focus for the SIG funds and how the SIG would improve student growth.

<ul style="list-style-type: none"> Principal hiring process Principal transfer procedures/policies 			
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> School Board Assurances School Board Meeting Minutes from proposal and or discussion Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 	X		Letter of Support from School Board President.
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Superintendent Assurance School Board Meeting Minutes from proposal and or discussion Superintendent SIG Presentation Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 	X		Letter of Support from Superintendent.
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> Teacher Union Assurance An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model 	X		Letter from Association President.
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> Teacher Union Assurance 	X		<p>Letter from Association.</p> <p>See policy and guidelines of recruitment and selection of certificated staff.</p>

<ul style="list-style-type: none"> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 			
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development Calendar</i> • <i>Curriculum and Assessment Calendar</i> • <i>Parent Requirements</i> • <i>Monitoring and Evaluation System</i> • <i>Support Process</i> • <i>Data Review</i> • <i>Special Population Review</i> • <i>Fiscal Monitoring</i> 	X		MCCSC has a staff member responsible for professional development activities including producing a weekly professional development calendar. In addition, the district has a continuous and ongoing school improvement process that involves a data and assessment manager that provides data to schools in an efficient manner. The district level Title I Director will take the lead in organizing the selected providers and will maintain the budget and all the communication and accountability. The federal grant fiscal officer will submit all fiscal reporting.

Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>The LEA has or will recruit, screen, selects and support appropriate external providers.</p> <p><i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p>			
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	X		<p>MCCSC requires the following to ensure quality external providers:</p> <ul style="list-style-type: none"> • Identifying external providers that are based on needs assessments and aligns with district and school goals. • A statement of assurance or MOU for services to be fulfilled. • Board of Education approval of applicable MOUs. <p>Title I Director will manage partnerships with agreements outlining services. Ongoing follow up and assessment of effectiveness will be conducted by district school administration. Follow-up will include communication to all stakeholders.</p>

(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;	X		Both external providers have been providers to the school district in the past. The providers have a history of timely and effective implementation. Past evaluations on the providers show that all PD activities were highly rated and will work with the district on dates and times based on school needs. In addition, the providers will take Pr
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	X		MCCSC partners with organizations that provide in-kind services to support district and school goals. The district utilizes other federal resources, grants and districts initiatives that align with the grants at Fairview Elementary. The Title I Director will have at least a weekly presence in Fairview and will serve as a support to ensure full implementation. The district will support the school leaders in completing any amendments as determined necessary. Regular reviews of finances and resource alignment will be completed by the Director of Title I and the federal bookkeeper. The Title I Office ensures that all data/forms will be submitted as requested by IDOE.
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.	X		The ability level common formation assessment data, NWEA, Aimsweb will be used to compare to prior years. Data will be collected biweekly, quarterly and as needed respectively. A PD framework will be constructed to show how other funds are involved in the activities with a timeline and evaluation of each PD activity. Besides data, the evaluation plan will include feedback from a representation of all stakeholders.

Part 9: Budget

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for **each** of the three years of the SIG. Attach with LEA and School Data.

SMART Culture Goal - Year I

PRE-IMPLEMENTATION Strategies – Application Year

Describe any pre-grant implementation steps that are being taken during the application year to prepare for Year I of SIG.

Principal changes and flexibility	Search for new principal began in February. Interviews will begin in a few weeks and selection will be made before the end of the school year.
Effectiveness of staff and recruitment/retaining of staff	The Marzano Evaluation Model is the template of the MCCSC teacher evaluation plan. The plan is in the final stages and a pilot program will be implemented in the 2014-2015 school year. Teachers can and will be placed in an improvement plan if the data does not support their effectiveness. The Marzano Evaluation Model will be fully implemented during the 2015-2016 school year. The specific strategies allows for specific feedback and guidance to teachers. The plan will help teachers systematically improve on weaknesses in their instructional practices over an extended period of time.
Building Culture	All staff communicates and hold students accountable to the 16 skills from the Well Managed Classroom. The school wide procedures are reviewed by staff and updated as needed. Students in 4 th -6 th grade chart their own growth in ELs in both math and reading. Staff communicates with parents about their child's level/growth based on report card.
Professional Development	Three teachers and literacy coach were provided training in the Art and Science of Teaching Design Questions by Marzano consultant. A book study blog on From Phonics to Fluency is occurring. Literacy training on the Fountas and Pinnell tiered reading intervention for tier 2 instruction. MCCSC has a late start on Wednesdays providing PLC time for teachers to on-going process to work collaboratively in teams to achieve better results for the students they serve.
Instructional Programs	See Attached.
Parent and Community Involvement	See Attached.

Part 6: Transformation Model

All Fairview staff will foster a safe, nurturing, and respectful learning/working environment resulting in an increase in stakeholder staff, parents', students' satisfaction as surveyed May, 2015 with baseline of May, 2014 with a goal of 90% satisfaction by Year 3.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
New principal will be in place by the start of 2014-2015.	Superintendent	Completed June 2014	0	<i>Replace the principal who led the school prior to implementing the model</i>
MCCSC will be using the Marzano teacher Evaluation rubric. Teachers and evaluators will receive training in implementing Marzano's Art and Science of Teaching rubric. The fall of 2014 will be the beginning of practicing with the rubric and how student growth will be used in scoring.	Director of Elementary Education, Assistant Superintendent, and principal.	Training and pilot program will be complete by May, 2015.	\$12,000.00- contract \$5,000.00-subs	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Teachers with high student achievement scores will have the opportunity to apply for classroom grants for instructional tools for the class.	Principal and established grant review committee	Semi annual grant awards	\$5000.00	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
The principal, assistant principal, and community and family advocate will attend the he Boys Town Model training to learn the skills and strategies for effectively addressing the needs of students.	Principal and District Well Managed Classroom Trainer Well Managed Classroom Team	Training complete by December, 2014	\$18,000.00- contract services \$2,000.00- substitutes	<i>Provide high quality, job-embedded professional development</i>
Specific accomplishments of the school or within the school are formally acknowledged.	Principal	Monthly	0	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
A leadership team of	Principal	July, 2014	\$5000.00	

highly effective teachers will be formed. This team will plan a summer retreat for the staff to build community and climate. The leadership team will attend 2 days and the whole staff will attend 1 day.	Leadership Team			
Monroe County Community School Corporation increased the school day from 375 minutes to 435 minutes in the 2011-2012 school year. Through our Student Achievement Plan Fairview has taken action to ensure that all learning is used to its fullest capacity by making instructional times a priority. The PLC times will be aligned with an accountability measure to assure increased learning for staff.	Principal	Principal will set the schedule at the beginning of the school year and monitor it throughout the school year to ensure fidelity. The PLC teams will complete accountability reports weekly.	0	<i>Provide increased learning time for students and staff</i>
Quarterly parent and teacher conferences will be offered for all students. The office of IU scholarship will provide weekly tutors for Fairview students. The building literacy coach will provide training to volunteer tutors prior to their tutoring sessions. Tutoring sessions will include students and a parent. Literacy coaches will be recorded to create a library of learning that can used in future years to train tutors. Transportation will be provided to families from home to school and return.	Principal and teachers Principal Transportation Director Building Literacy Coach	Quarterly Weekly	\$2500.00 stipends \$5000.00 subs \$14,400.00	<i>Provide mechanisms for family and community engagement</i>

Utilize Comcast Internet essentials for families	Principal Director of eLearning Services	Beginning of the school year	\$5000	
Operational flexibility has been granted to Fairview Elementary School. Because of its transformation status, policies and practices mandated by the district will be reviewed and may be waived or replaced with solutions designed to assist Fairview Elementary School by working with the bargaining agents.	Superintendent Director of Elementary Education Principal	Ongoing	0	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in the proposal.	Superintendent, Director of Elementary Education Principal	Ongoing	0	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>
SMART Culture Goal - Year 2				
Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
				<i>Replace the principal who led the school prior to implementing the model</i>
Fully implementation of the evaluation system including the art and science of teaching rubric. Training for new teachers not present in year one.	Assistant Superintendent, Director of Elementary Education	All teachers will be rated as highly effective, effective, needs improvement and not effective by May 2016.	\$8,000.00-contract \$2,000.00-subs	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>

Teachers with high student achievement scores will have the opportunity to apply for classroom grants for instructional tools for the class.	Principal and established grant review committee	Semi annual grant awards	\$5000	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
The Boys Town Model refresher, maintenance and training for new teachers will be offered to maintain the skills and strategies for effectively addressing the needs of students by district trainers. The Boys Town Leadership Team will meet with individual teachers on behavior data and solutions to problems.	Principal and Well Managed Classroom Team	Training complete by December, 2015	\$6,000.00 subs	<i>Provide high quality, job-embedded professional development</i>
Specific accomplishments of the school or within the school are formally acknowledged.	Principal	Monthly	0	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
A leadership team of highly effective teachers will be formed. This team will plan a summer retreat for the staff to build community and climate. The leadership team will attend 2 days and the whole staff will attend 1 day.	Principal Leadership Team	July, 2015	\$5000.	
Monroe County Community School Corporation increased the school day from 375 minutes to 435 minutes in the 2011-2012 school year. Through our Student Achievement Plan Fairview has taken action to ensure that all learning is used to its fullest capacity by making instructional times a priority. The PLC times will be aligned with an	Principal	Principal will set the schedule at the beginning of the school year and monitor it throughout the school year to ensure fidelity. The PLC teams will complete	0	<i>Provide increased learning time for students and staff</i>

accountability measure to assure increased learning for staff.		accountability reports weekly.		
Quarterly parent and teacher conferences will be offered for all students.	Principal and teachers	Quarterly	\$5,000.00 subs \$2,5000.00 stipends	<i>Provide mechanisms for family and community engagement</i>
Transportation for families involved in the IU tutoring program.	Principal Transportation Director	Weekly	\$14,400.00	
The literacy coach will build a library of literacy digital media for training volunteers.	Literacy Coach	Throughout the year	\$0	
Utilize Comcast Internet essentials for families	Principal Director of eLearning Services	Beginning of the school year	\$3000.00	
Operational flexibility has been granted to Fairview Elementary School. Because of its transformation status, policies and practices mandated by the district will be reviewed and may be waived or replaced with solutions designed to assist Fairview Elementary School by working with the bargaining agents.	Superintendent Director of Elementary Education Principal	Ongoing	0	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in the proposal.	Superintendent, Director of Elementary Education Principal	Ongoing	0	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

SMART Culture Goal - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
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				<i>Replace the principal who led the school prior to implementing the model</i>
Removal of teachers rated ineffective		May, 2017	0	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Teachers with high student achievement scores will have the opportunity to apply for classroom grants for instructional tools for the class.	Principal and established grant review committee	Semi annual grant awards	\$2500	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
District Boys Town trainers will provided refresher for teachers and training for new teachers. The Boys Town Leadership Team will meet with individual teachers on behavior data and solutions to problems.	Principal Boys Town Leadership Team	Monthly	5,000.00 subs	<i>Provide high quality, job-embedded professional development</i>
Specific accomplishments of the school or within the school are formally acknowledged.	Principal	Monthly	0	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
A leadership team of highly effective teachers will be formed. This team will plan a summer retreat for the staff to build community and climate. The leadership team will attend 2 days and the whole staff will attend 1 day.	Principal Leadership Team	July, 2016	\$5000.	
Monroe County Community School Corporation increased the school day from 375 minutes to 435 minutes in the 2011-2012 school year.	Principal	Principal will set the schedule at the beginning of the school year and monitor it throughout the school year to ensure	0	<i>Provide increased learning time for students and staff</i>

Through our Student Achievement Plan Fairview has taken action to ensure that all learning is used to its fullest capacity by making instructional times a priority.		fidelity.		
The PLC times will be aligned with an accountability measure to assure increased learning for staff.	PLC Teams	The PLC teams will complete accountability reports weekly.	\$0	
Quarterly parent and teacher conferences will be offered for all students.	Principal and teachers	Quarterly	\$0	<i>Provide mechanisms for family and community engagement</i>
Transportation for families involved in the IU tutoring program.	Principal Transportation Director	Weekly	\$14,400.00	
The literacy coach will maintain a library of literacy digital media for training volunteers.	Literacy Coach	Throughout the year	\$0	
Utilize Comcast Internet essentials for families	Principal Director of eLearning Services	Beginning of the school year	\$3000	
Operational flexibility has been granted to Fairview Elementary School. Because of its transformation status, policies and practices mandated by the district will be reviewed and may be waived or replaced with solutions designed to assist Fairview Elementary School by working with the bargaining agents.	Superintendent Director of Elementary Education Principal	Ongoing	0	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers	Superintendent, Director of Elementary Education Principal	Ongoing	0	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

to meeting the goals outlined in the proposal.				
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SUSTAINABILITY Culture Goal - Year 4

All Fairview staff will foster a safe, nurturing, and respectful learning/working environment resulting in 90% stakeholder staff, parents', and students' satisfaction as surveyed May, 2018.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
				<i>Replace the principal who led the school prior to implementing the model</i>
Fully implementation of the evaluation system including the art and science of teaching rubric. Training for new teachers not present in year one.	Assistant Superintendent, Director of Elementary Education	All teachers will be rated as highly effective, effective, needs improvement and not effective by May 2018	Human Resource Department	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Teachers with high student achievement scores will have the opportunity to apply for classroom grants for instructional tools for the class.	Principal and established grant review committee and PTO	Semi annual	Grant awards funded by PTO	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
District Boys Town trainers will provided refresher for teachers and training for new teachers. The Boys Town Leadership Team will meet with individual teachers on behavior data and solutions to problems.	Principal and Boys Town Leadership Team	Monthly	Administration	<i>Provide high quality, job-embedded professional development</i>

<p>Specific accomplishments of the school or within the school are formally acknowledged.</p> <p>A leadership team of highly effective teachers will be formed. This team will plan a summer retreat for the staff to build community and climate. The leadership team will attend 2 days and the whole staff will attend 1 day.</p>	<p>Principal</p> <p>Principal</p>	<p>Monthly</p>	<p>Continued principal involvement and support</p> <p>Local corporate sponsors would be solicited to help fund this retreat. Data for the success of student achievement from previous retreats would be used to help solicit these funds. In addition, the school PTO would help to provide some funding for the retreat in Year 4 and beyond.</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>
<p>Fairview administration will ensure that all learning is used to its fullest capacity by making instructional times a priority. The PLC times will be aligned with an accountability measure to assure increased learning for staff.</p>	<p>Principal</p>	<p>The PLC teams will complete accountability reports weekly.</p>	<p>Current school day schedule allows for this increased student teacher times.</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p>Quarterly parent and teacher conferences will be offered for all students.</p>	<p>Principal and teachers</p>	<p>Quarterly</p>	<p>Scheduling Flexibility</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
<p>Operational flexibility has been granted to Fairview Elementary School. Because of its transformation status, policies and practices mandated by the district will be reviewed and may be waived or replaced with solutions designed to assist Fairview Elementary School by working with the bargaining agents.</p>	<p>Superintendent Director of Elementary Education Principal</p>	<p>Ongoing</p>	<p>District Leadership</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>

District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in the proposal.	Superintendent, Director of Elementary Education Principal	Ongoing	District Leadership	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>
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SMART Academic Goal - Year I

<p>ELA Academic Goal By spring 2015, 80% of students in grades 3-6 will meet or exceed state standards in ELA as measured by the ISTEP+</p> <p>Increasing our overall pass rate will increase the performance of the top 75% and the bottom 25% the targeted goal in our student achievement plan.</p>	<p>Math Academic Goal By spring 2015, 80% of students in grades 3-6 will meet or exceed state standards in math as measured by ISTEP+</p>	<p>Other Academic Goal (optional)</p>
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Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Principal will lead individual and team data meetings on intervention plans	Principal	At least quarterly	\$15,000. 00 for substitutes	<i>Use data to implement an aligned instructional program</i>
School Literacy Coach will sweep classrooms to provide coaching on strengths and areas of concerns on "Literacy Look Fors"	Principal School Literacy Coach	Weekly	\$0	<i>Promote the use of data to inform and differentiated instruction</i>
Fountas and Pinnell Purple Level- Grade 5 for differentiation.	Principal School Literacy Coach	September, 2014	\$5000.00	
Fountas and Pinnell Training for 3 staff on literacy intervention kits for to differentiate instruction	Principal	July, 2014	\$12,000.00	
Teachers will be invited to participate in summer book study using Number Talks	Principal		\$8600.00	
Purchase Pearson Math Navigator Intervention System to provide students with targeted interventions and differentiated instruction.	Principal	Summer, 2014	\$6000.00	

		July 2014		
District Literacy Coaches will conduct "Literacy Look Fors Training"	District Title I Administrator District Literacy Coaches	Monthly	\$7200.00 for substitutes	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

SMART Academic Goal - Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Principal will lead individual and team data meetings on intervention plans	Principal	At least quarterly	\$15,000. 00 for substitutes	<i>Use data to implement an aligned instructional program</i>
School Literacy Coach will sweep classrooms to provide coaching on strengths and areas of concerns on "Literacy Look Fors"	Principal School Literacy Coaches	Weekly	\$0	<i>Promote the use of data to inform and differentiated instruction</i>
Teachers will be invited to participate in a math summer book club.	Principal	Summer, 2015	\$5,200.00 stipend \$2,600.00 books	
Purchase Pearson Math Navigator Intervention System to provide students with targeted interventions and differentiated instruction.	Principal Literacy Coach	Summer, 2015	\$9,400.00	
Pearson Math Navigator Intervention Training	Principal Literacy Coach	Fall, 2015	\$3500.00 \$1000.00 subs	

District Literacy Coaches will use building literacy data to target areas of concerns with "Literacy Look Fors.	District Title I Administrator District Literacy Coaches	Quarterly	\$2000.00 for substitutes \$1200.00 stipends	LEA and, SEA supports school with ongoing, intensive technical assistance and support.
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SMART Academic Goal - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Principal will lead individual and team data meetings on intervention plans	Principal	At least quarterly	\$5,000. 00 for substitutes	Use data to implement an aligned instructional program
School Literacy Coach will sweep classrooms to provide coaching on strengths and areas of concerns on "Literacy Look Fors"	Principal School Literacy Coach	Weekly	\$0	Promote the use of data to inform and differentiated instruction
Teachers will be invited to participate in a math summer book club.	Principal	Summer, 2016	\$5,200.00 stipend \$2,600.00 books	
District Literacy Coaches will use building literacy data to provide individual intensive assistance in the target areas of concerns with "Literacy Look Fors.	District Title I Administrator District Literacy Coaches	Quarterly	\$0	LEA and, SEA supports school with ongoing, intensive technical assistance and support.

SUSTAINABILITY Academic Goal - Year 4

ELA Academic Goal

By spring 2018, 90% of students in grades 3-6 will meet or exceed state standards in ELA as measured by the ISTEP+

Increasing our overall pass rate will increase the performance of the top 75% and the bottom 25% the targeted goal in our student achievement plan.

Math Academic Goal

By spring 2018, 90% of students in grades 3-6 will meet or exceed state standards in math as measured by ISTEP+

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
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Principal will lead individual and team data meetings on inter	Principal	At least quarterly	Scheduling Flexibility	Use data to implement an aligned instructional program
2014 – 2015 Cohort V – Initial Application Amendment: After completing Assurances, please add any areas of implementation pieces as an initial amendment below. For any transformation principles in which IDOE has requested additional information or interventions, please add your pieces below. These will be added as amendments and additions to your original application.				
Scho	School Literacy			a to
will sweep classrooms				inform and differentiated
to pr				
stren				
concerns on “Literacy Look Fors”				
Teachers will be invited to participate in a math summer book club.	Principal	Summer, 2017	Title II funds or School Foundation Funds	
District Literacy Coaches will use building literacy data to provide individual intensive assistance in the target areas of concerns with “Literacy Look Fors.	District Tile I Administrator District Literacy Coaches	Monthly	District Coaches	LEA and, SEA supports school with ongoing, intensive technical assistance and support.

Replace the principal who led the school prior to implementing the model	
Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<p>Fairview Elementary School will pilot the Marzano Effectiveness Rubric for the 2014-2015 school year.</p> <p>Additional coaching days by Marzano Research has been added to Year 1 & 2 to ensure understanding of the expectation set forth on the rubric.</p>
Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not	
Provide high quality, job-embedded professional development	Funds for stipends and additional training was added to ensure professional development for all parties in the implementation of Fountas & Pinnell LLI Kits, Pearson Math Navigator, and the new evaluation system.
Implement strategies to recruit, replace, and retain staff (financial incentives, promotion, career growth, flexible work time)	
Provide increased learning time for students and staff	<p>Funds for stipends in Year 1, 2, 3 were added to provide support for creation of eLearning bundles. These bundles will be available to all students and will allow them continued learning during the breaks throughout the school year. Students will have access to iPads to check out over vacation breaks.</p> <p>Behaviors have caused many students to be out of the classrooms for essential learning. Adding a behavior specialist will give support to teachers for managing behaviors along with minimizing the time out of the classroom. Data will be used to show the increased learning time for all students.</p>
Provide mechanisms for family and community engagement	<p>Funds have been added to purchase quality reading materials for families. These materials will be provided each time a family attends a tutoring session.</p> <p>Families have been and will continue to be trained on the use of Study Island for use at home.</p> <p>Fairview will continue to partnership with Indiana University's Union Board to provide an understanding and appreciation for graduation and career readiness through the established Indiana Pathways Program.</p> <p>The schedule for Family Events with a focused link to learning,, besides regularly schedule Family Literacy Nights, will be created in partnership</p>

	<p><i>with the PTO. A updated scheduled will be provided during monitoring visits.</i></p> <p><i>A Family/Parent Coordinator provides Fairview families support and resources with the following areas: Family Literacy Nights, Preschool Liaison, Newsletters, communications regarding special events for families.</i></p>
<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>	
<i>LEA provides operational flexibility (staffing, calendars/time and budgeting flexibility) and sustained support to school with ongoing, intensive technical assistance and support of an External Provider (if applicable)</i>	<i>Title I Director will monitor and support the implementation of the Transformation Model at Fairview Elementary.</i>
<i>Use data to implement an aligned instructional program</i>	<p><i>Adding a data specialist position at Fairview Elementary will ensure that data is monitored effectively so that alignment to the instructional programming can occur.. The addition of this position for a three year period will allow all staff to receive the training to analyze data to inform their instruction. Upon the completion of this grant all staff will have received the training and support on the initiatives of the school.</i></p> <p><i>Fountas and Pinnell Literacy Intervention Kits provides careful text selection with intentional and intensive teaching of strategic differentiated activities for proficient reading. (Fountas & Pinnell, 1996).</i></p> <p><i>Pearson Math Navigator is for students who struggle with math and have difficult with closing the achievement gap. Intervention modules get at the root causes or misconceptions that so often prevent student progress. These modules will align with classroom and tiered instruction.</i></p>
<i>Promote the use of data to inform and differentiated instruction</i>	<p><i>Fountas and Pinnell Literacy Intervention Kits provides careful text selection with intentional and intensive teaching of strategic differentiated activities for proficient reading. (Fountas & Pinnell, 1996).</i></p> <p><i>Pearson Math Navigator is for students who struggle with math and have difficult with closing the achievement gap. Intervention modules get at the root causes or misconceptions that so often prevent student progress. These modules will align with classroom and tiered instruction.</i></p> <p><i>Adding a data specialist position at Fairview Elementary will ensure that data is monitored effectively with all populations, including special education and black students. The addition of this position for a three year period will allow all staff to receive the training to analyze data to inform their instruction. Upon the completion of this grant all staff will have received the training</i></p>

	<i>and support on the initiatives of the school.</i>
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